



2008 Data Report

Guidance Activities Results Report (Large Group)

School: Box Elder High School

Target Group: Box Elder High School Student Body

Key Word: School Climate

ABSTRACT

The BEHS School Community Council approved a School Climate Initiative to bring unity and connection to our student body and to create a climate that is supportive, caring, and forgiving. A student school improvement team, the *BEE One-Be the Change* Team and Movement was established. The purpose of this movement was to provide school-wide school climate curriculum, leadership training, team building, peer leadership, prevention, intervention, and service learning opportunities for our student body. Existing school organizations and activities were supported. Pre/Post Surveys indicated an increase in students' desire to improve school climate; an increase in reporting discrimination and harassment; an increase in students' abilities to identify attitudes and behaviors that improve school climate. An awareness of school climate was heightened and the preparation has been laid to continue school climate initiatives over the next several years.

PROJECT DESCRIPTION

Introduction

- Life Skills Domain Desired Results for Student Learning
 - Social and Civic Responsibility
 - Character
- Utah CCGP Student Outcomes: **MG:** A1; A3.1, A3.2; **PS:** A2, B3, C2, and C3
- Needs Assessment, CCGP Accreditation, Student Reported Needs, April 2006
 - Request help in becoming more involved in school activities
 - Request to build interpersonal skills
 - Request to receive training in cultural awareness and diversity
- In the spring of 2007, the BEHS student body leaders approached BEHS counselors seeking help to improve school climate. They did a small-sample survey of the student body then presented their concerns to Principal Eddington. In this mini survey, 37% of students sometimes or never felt recognized; 27% of students felt alone at school.
- Counselors created a formal proposal to meet School Improvement Plan requirements. Principal Eddington and our School Community Council adopted the proposal as a school improvement action plan for 2007-2008.

Participants

- A group of five student leaders were appointed (through teacher, counselor, and administrative recommendation) to create a school climate student movement called *Bee One*.
- Counselors, administrators, *Bee One* leaders, and Student government leaders collaborated to plan school-wide activities to meet school climate goals and to support other school groups and activities.
- Over 90 students joined the *Bee One* movement to support *Bee One* school-wide activities.
- Counselors were *Bee One* advisors with support from a volunteer teacher, Corynn Arehart. The student government advisor, Linda Brown was instrumental in facilitating collaboration with other student leaders.

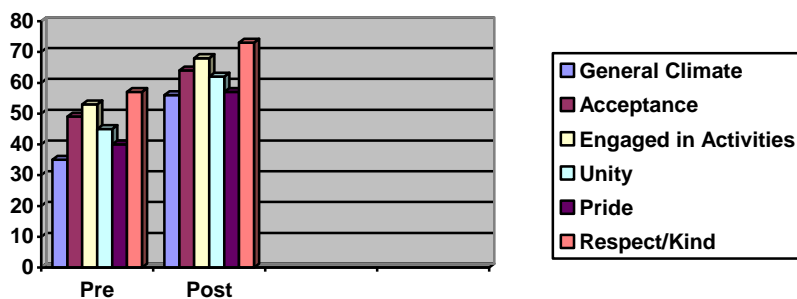
Method

- Spring of 2007 selected and appointed *Bee One* student leadership
- Summer of 2007 collaboration and planning with *Bee One* student leadership, Student Government leaders, and administration
- Identification of a focus for each month, August 2007
- 10th Grade Tours and Transition Services, August 2007

- Development and Implementation of 10th Grade Transition Curriculum for English 10 Classes, Fall Trimester, 2007
- Development and Implementation of New Student Packets, Gifts, and Tours, August 2007
- Hello Assembly Presentation/Skit, September 2007
- UVSC Leadership Conference, October 2, 2007
- Service – Support and participation in school-wide Trick or Treat for Cans, October 2007
- Mix it Up Day Diversity Activity, November 28, 2007
- WSU Multicultural Conference, January 4, 2008
- School-Wide Bulletin Boards and Art Work, Ongoing
- *Challenge Day* preparatory assembly, March 6, 2008
- *Challenge Day*, March 18, 2008, BEHS Natatorium, 7:50 am to 2:30 pm
- *Challenge Day* Follow-up Assembly and planning for 2008-2009, April 3, 2008
- Planning meeting for next year with *Challenge Day's* *Bee One-Be the Change* volunteer committee leaders, May 2, 2008
- School Climate Pre-Survey, August 2007, Random students at registration
- School Climate Post-Survey, May 20 and 21, 2008, English classes

RESULTS

We found a significant increase in students' desire to change school climate between the pre-survey and post-survey period. In the chart below, those differences are indicated. Between pre/post surveys, there was also an increase in reported gender discrimination (15%), religious discrimination (10%) and discrimination based on personal appearance (12%). More than 43% of sophomores reported experience harassment during the pre/post period. Between the Pre/Post, students identified more concrete ways to make a difference in our school climate such as supporting activities, joining clubs, keeping the school clean, staying drug free, helping others, including others, kindness, and friendliness. Pre-Survey results indicated that 16% of the student body wanted increased supervision by adults in hallways, the lunchroom, assemblies, and activities.



DISCUSSION

This year was the first year that BEHS has created school climate initiatives. Through this initial work, we believe we have achieved a successful *beginning* for the improvement of our school climate. Our results show that our projects are successfully creating a common vocabulary and awareness for issues such as discrimination, unity, pride, and acceptance as well as providing opportunities for students to observe and participate in standards of behaviors conducive to a positive school environment. We realize that changes in school climate take patient, systematic change in the policies, procedures, attitudes, and daily behaviors of both adults and students. Our first step was to increase awareness.



2008 Data Report

Closing the Gap Results Report (Small Group)

School: BEHS

Target Group: 100 Challenge Day Participants

Target Group selection is based upon: Diverse Group of Students

Key Word: School Climate

ABSTRACT

The BEHS School Community Council approved a School Climate Initiative to bring unity and connection to our student body. The initiative included national *Challenge Day* presenters facilitating an intense one-day event involving 100 students and 50 adults from our school and community. *Challenge Day* was a powerful, high-energy program in which youth and adult participants were guided through a series of experiential learning process. The overall goals of the program were to increase personal power and positive peer support; and to eliminate the acceptability of teasing, violence, and other forms of oppression. Through a pre and post-survey, student participants reported thoughts and actions at school before and after *Challenge Day*. Survey reports indicate that participants increased their respect for others, their interest in school, their acceptance of fellow students, and their ability and willingness to share their feelings with others. Student participants also reported a decrease in teasing behaviors and physical aggression at BEHS.

PROJECT DESCRIPTION

Introduction

- School Improvement Plan Desired Results for Student Learning
Life Skills Domain: Social and Civic Responsibility
Character
- Utah CCGP Student Outcomes: **MG**:A1; A3.1, A3.2; **PS**:A2, B3, C2, and C3
- In the spring of 2007, the BEHS student body leaders approached BEHS counselors seeking help to improve school climate. Student leaders researched the *Challenge Day* program. With the help of counselors, student leaders presented a proposal to Principal Eddington.
- Counselors created a formal proposal to meet School Improvement requirements. Principal Eddington and our School Community Council adopted the proposal as a school improvement action plan.

Participants

- 100 Students selected to represent a diverse group of students from varied backgrounds, interests, abilities, and social groups
- 50 Adult Facilitators (counselors, faculty, administrators, PTA, Community Agencies, and School district personnel)

Method

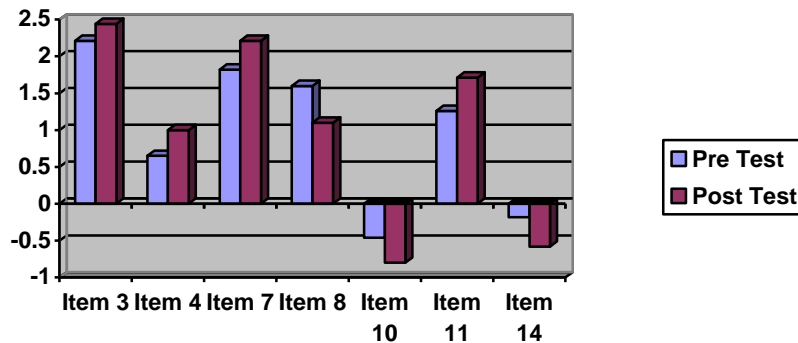
- Summer and Fall of 2007, BEHS Counselors collaborated closely with Administrators, Faculty, Student body Leaders, and *Challenge Day* Personnel to select students, adult facilitators, arrange for the facilities, and prepare the curriculum activities.
- Refer to www.challengeday.org for specific information on the *Challenge Day* organization and the curriculum content.
- An assembly for the participants was held to prepare students for the activities.
- On March 6, 2008, a pre-survey was given to *Challenge Day* students adapted from the *Challenge Day* Program Manual.
- *Challenge Day* was held March 18 from 7:50 am to 2:30 pm in the BEHS Natatorium.

- A follow-up assembly was held to process the activities and plan activities to carry the themes of *Challenge Day* to the general student population. Students volunteered for future activities and programs as part of *Challenge Day's Be One - Be the Change Team*.
- April 3, 2008, students were given the post-survey adapted from the *Challenge Day Program Manual*.

RESULTS

A 7-point ranking scale of -3 (strongly disagree), -2 (somewhat disagree), -1 (disagree), 0 (neutral), 1 (agree), 2 (somewhat agree), and 3 (strongly agree) was used. The greatest change in thoughts and actions on our pre/post survey occurred in the areas listed below:

Survey Item # 3: An increase in *I respect others*;
 Survey Item #4: An increase in *I share my feelings easily*;
 Survey Item #7: An increase in *I am accepting of fellow students*;
 Survey Item #3: Decrease in *I see students tease each other*;
 Survey Item #10: A decrease in *I tease other students*;
 Survey Item #11: An increase in *I am interested in coming to school*;



Survey Item #14: A decrease in *I see students hurting other students physically*.

DISCUSSION

Challenge Day was an incredible experience for BEHS students, faculty, PTA members, and community representatives. Both survey and anecdotal responses clearly support the continuation of this program in future years. *Challenge Day* addressed critical school climate issues and personal issues for the 150 participants.

Students explained *Challenge Day* as an eye opening, spiritual, and amazing experience that built respect and compassion among participants. Students learned that they were not alone and that there was a lot of help and support in their community. They reported that they met new people, made new friends, and discovered rich commonalities among the diversity of the group. They learned skills to express who they really are and to see the best in others. Students learned to identify oppression and the types of oppression that occurs in our community.

Both adult and student participants have a strong desire to continue their experience of *Challenge Day* through *Challenge Day's Be One- Be the Change Movement*. Many students have suggested several

activities and projects that will be implemented next year. We will be facilitating another *Challenge Day* next year. A new group of 100 students will have the opportunity to participate.

Utah CCGP – Guidance Activities Results Report (Large Group) 2007-2008

School: Dale Young Community High School

Target Group: All Students

Target Group selection is based upon: Student Tracking Forms, we track each student, especially those that do not ask for help.

ABSTRACT

The purpose of this project is to maintain a student's credit so that teachers, counselors, parents and the student know where they are with graduation requirements as soon as they earn credit. Each student receives a Credit Tracking Card when they enroll, as a student earns credit the teacher records it in their copy and the guidance clerk records it in the counselors copy. We hope that as the student earns credit they will be able to see the progress that they are making towards graduation. The actual results of this project have been very positive; it has benefited the students and the teachers with their goals for graduation.

PROJECT DESCRIPTION

Introduction

- To help students improve their academic self concept and achieve school success.

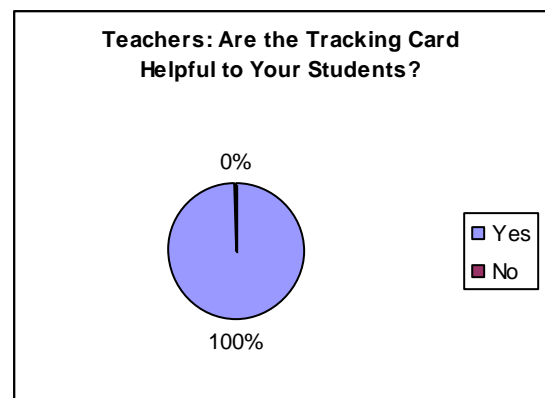
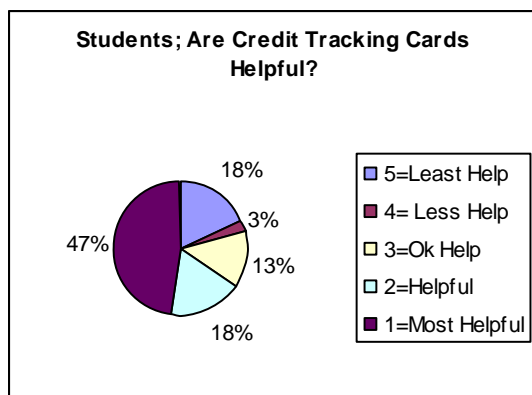
Participants

- Of the 146 students enrolled since September 2007, 146 have received this service.
- The whole school has been our target group.

Method

- Credit Evaluations
- Student/Teacher/Counselor Credit Tracking Cards
- September 2007-May 2008
- Students are called in on a individual basis to review credit earned each month
- By printing a credit evaluation on each student we can determine how they are progressing each month
- Steve Chadaz-Counselor, Debi Blaisdell-Guidance Clerk

RESULTS



DISCUSSION

The Data tells us that our student population likes to have a way to instantly know where they are towards graduation. We would like to improve on teacher input and maintenance of the tracking cards. We would also like to improve on our 90% student satisfaction by asking for input from the students on how we can improve the cards for them.

Utah CCGP – Guidance Activities Results Report (Small Group) 2007-2008

School: Dale Young Community High School

Target Group: Students struggling with tobacco, and having a desire to quit smoking.

Target Group selection is based upon: Students with a desire for better health and wanting to quit smoking.

ABSTRACT

The purpose of this project is to give students tools to change behaviors and conquer addictions. Through application they will better understand how this will increase their confidence and quality of life.

PROJECT DESCRIPTION

Introduction

- Identify students with a desire to quit smoking
- Help students understand the consequences of smoking in their lives.
- Provide tools to overcome habits and addictions.

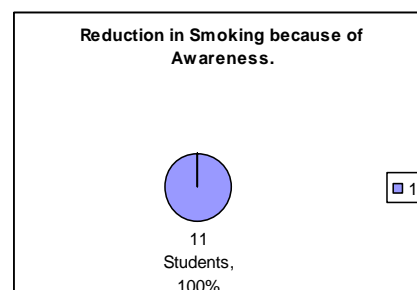
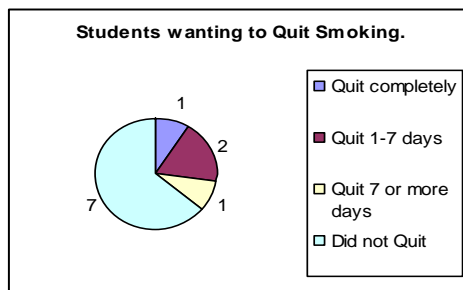
Participants

- Initially 23 students signed up for the class
- Those who received certificates through attendance were 12.
- We had nine who received quarter credit for fulfilling their commitment to NOT class.

Method

- Class met weekly for 11 weeks.
- Class began Feb. 20th.2008 and our last class was May 7th, 2008.
- At each weekly class, instruction and knowledge was given concerning smoking and the truth of its effects on our bodies and our lives.
- Open discussion took a large portion of our time allowing students to vent feelings and brainstorm solutions.
- Journals were used to allow students to express personal feelings and were shared only if students wanted to.
- Quit dates were flexible, yet encouraged about the 5th session of class.
- Steve Chadaz-Counselor, Debi Blaisdell-Guidance Clerk

RESULT



DISCUSSION

The Data tells us that awareness of smoking helps students create a greater desire to cut back and/or quit smoking. The seven students who had not quit smoking committed to stop within the next six months. Follow up with these students will be important to their success and is scheduled with the facilitator. Having Not Class earlier in the year would make it easier to follow-up with students.